

Bergen Community College
Division of Business, Arts, and Social Sciences
Department of Visual and Performing Arts

Course Syllabus

MUS-103 Fundamentals of Music

Basic Information about Course and Instructor

Semester and year: Course and Section Number: Meeting Times and Locations: Instructor: Office Location: Phone: Departmental Secretary: [optional] Office Hours: Email Address:
--

Course Description

MUS-103 Fundamentals of Music

This course is a study of such rudiments of music as notation, the structure of scales, intervals, keys, triads, and simple harmonic progressions.

3 lectures, 3 credits

General Education Course – Humanities Elective

No prerequisites

Student Learning Objectives: As a result of meeting the requirements in this course, students will be able to:

1. develop and enhance musicianship skills and musical understanding through the study of tonal theory
2. demonstrate fluency with the musical vocabulary used in the academic study of music
3. show competence in fundamental music theory in order to analyze, discuss and perform musical works in a variety of musical genres
4. connect the study of theory and harmony to practical applications across a variety of traditional and contemporary musical genres
5. develop musicianship skills by actively performing the music studied in the classroom environment
6. create and compose music that is both exciting and meaningful

Student Learning Outcomes:

At the completion of the semester students will demonstrate mastery of:

- notation, rhythm, scales, key signatures, time signatures, intervals and triads through analysis, writing, listening and singing
- aural skills through ear training, sight-singing, dictation and music-making activities

Course Texts and/or Other Study Materials

- Duckworth, William. A Creative Approach to Music Fundamentals. Cengage.
- Access to “Course Mate” online companion to text.

Students should come to each class prepared with books, handouts, pencils and blank staff paper. They are required to access the course Moodle site.

Grading Policy:

Class Involvement = 15% (based on class attendance and participation (including lateness to class), thoughts and reactions concerning the day’s assignments, projects and class discussions and lectures.

(4) Tests= 60% (15% each)

Homework Assignments= 15%

Composition Project= 10%

Assignment details and grading rubrics will be posted on the Moodle site.

90-100 = A 86-89 = B+ 80-85 = B 76-79 = C+ 70 - 75 = C 65-69 = D

E =Unofficial Withdrawal W =Official Withdrawal INC=Incomplete 0–64 = F

Any work turned in late from the original due date shall be deducted by one letter grade. Two letter grades shall be deducted after the second week from the due date, and three letter grades after the third week from the original due date. There are no make-up examinations unless approved in advance by the instructor.

Attendance Policy

BCC Attendance Policy:

All students are expected to attend punctually every scheduled meeting of each course in which they are registered. Attendance and lateness policies and sanctions are to be determined by the instructor for each section of each course. These will be established in writing on the individual course outline. Attendance will be kept by the instructor for administrative and counseling purposes.

Attendance Policy in this Course:

[To be designated by the instructor]

Bergen Community College Academic Policies:

Bergen Community College is committed to academic integrity – the honest, fair and continuing pursuit of knowledge, free from fraud or deception. Please review the college catalogue or student handbook for further information on this topic. Bergen Community College has adopted an internal grievance procedure to provide for prompt and equitable resolution of complaints alleging any action prohibited by federal regulation implementing Section 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act of 1990. (ADA). Please review the college catalogue for further information on this topic.

Bergen Community College is committed to providing its students and employees with an academic and work environment free from sexual harassment or discrimination. Please review the policy prohibiting sexual harassment in the college catalog. Please review the statement on acceptable use of BCC technology in the college catalog. Faculty hold 3 office hours per week, and as requested by students, by appointment. Students are encouraged to seek out their faculty member for academic needs.

Student and Faculty Support Services [optional but recommended]

List support services, e.g., the Writing Center, the Math Lab, the Tutorial Center, Online Writing Lab (OWL), Office of Specialized Services, etc. Include information on the BCC Library.

Example:

Student and Faculty Support Services

The Distance Learning Office – for any problems you may have accessing your online courses	Room C-334	201-612-5581 psimms@bergen.edu
English Language Resource Center	Room C-212	http://www.bergen.edu/elrc
The Tutoring Center	Room L-125	201-447-7908 http://www.bergen.edu/tutoring
The Writing Center	Room L-125	201-447-7908 http://www.bergen.edu/owl
The Office of Specialized Services (for Students with Disabilities)	Room S-131	201-612-5270 http://www.bergen.edu/oss
BCC Library – Reference Desk	Room L-226	201-447-7436

Special Note on the Tutoring Center

The Henry and Edith Cerullo Learning Assistance Center encompasses the Tutoring Center, the English Language Resource Center, and the Writing Center. Tutoring services are available for this course in the Tutoring Center. As listed above, the Tutoring Center is located in Room L-125, and its phone number is 201-447-7908.

Special Note on the Food Pantry

The Bergen Community College Center for Food Action is available to meet the urgent needs of members of our campus community. The Food Pantry provides non-perishable food items, toiletries, and additional support services in an environment that emphasizes discretion and confidentiality. Anyone needing assistance is encouraged to visit C-111A Tuesday from 9am-1pm and Thursday from 2pm-6pm. Donations will also be accepted at HS-100. Please call 201-447-7191 for more information.

Include a Course Outline and Calendar [can be combined in a single syllabus section]

The Course Outline and Calendar must include all of the following elements:

- *A daily or (at least) weekly schedule of topics* to be covered.
- *Dates for exams, quizzes, or other means of assessment.* (This does not mean that all evaluation of students must be in groups and at the same time. Exams and other means of assessment can be listed as "to be scheduled individually.")
- *Due dates for major assignments* – e.g., when is a paper due; if the topic has to be approved, when; if an outline or draft is an interim step, when it is due.
- *Any required special events* must be included in the outline/calendar, e.g., a lecture by a visiting speaker, a dramatic or musical performance, a field trip.

- Designation of Student Learning Objectives – by number – for each topic (see sample below).
- A note to students stating that the course outline and calendar is tentative and subject to change, depending upon the progress of the class.

Sample Format for Course Outline and Calendar

Note to Students: The following Course Outline and Calendar is tentative and subject to change, depending upon the progress of the class.

Week(s)	Date(s)	Topics & Assignments	Learning Objectives
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			

See the Sample Course Outline and Calendar below.

The following outline may be revised at the discretion of the instructor. Specific readings and written assignments will be shared during class meetings and posted on the course Moodle site.

Week	Topic	Objectives & Activities	Assignments & Tests	Learning Objectives Addressed
1	Course Introduction	<ul style="list-style-type: none"> • Review Syllabus and course expectations, complete theory placement test. 	Purchase Text book Read Chapter 1 (Basics of Music)	1, 4, 5
2	Introduction to Music Notation	<ul style="list-style-type: none"> • Learn pitch name recognition • Learn notation principles • Sing and hear rhythmic patterns in simple meters 	Complete written exercises in text Read Chapter 5 (Pitch) and selections from Chapter 3 (Rhythm I)	1, 2, 4, 5, 6
3	Pitch & Keyboard	<ul style="list-style-type: none"> • Apply pitch recognition to the keyboard 	Read Chapter 2	1, 2, 3, 4, 6

Departmental Policy Syllabus
Revised, 5/15/18

4	Review and Test 1	<ul style="list-style-type: none"> • Test on Pitch recognition/notation in treble and bass clef, pitch and the keyboard and basic rhythm in simple meters 	Test 1	
5	Major Keys (Part 1) and Compound Meters	<ul style="list-style-type: none"> • Learn and notate accidentals and enharmonics • Learn rests in rhythm • Hear, play and sing whole and half steps • Construct, write, sing and play major scales 	<p>Complete written exercises in text</p> <p>Read Chapter 6 (Major Scales)</p>	1, 2, 3, 4, 5, 6,
5	Major Keys Continued	<ul style="list-style-type: none"> • Learn and memorize major key signatures • Hear, play and sing intervals in the M scale • Learn scale degree names 	<p>Complete written exercises in text</p> <p>Read Chapter 6</p>	1, 2, 3, 4, 5, 6,
6	Review and Test 2	<ul style="list-style-type: none"> • Test on major scales, rhythms in simple and compound meters 	Test 2	
7	Connecting Major Scales to Major Key Signatures Rhythm	<ul style="list-style-type: none"> • Recognize and notate all major key signatures • Understand and construct the circle of 5ths for major keys • Sing and notate rhythms with sixteenth and dotted eighth notes 	<p>Complete written exercises in text and circle of 5ths</p> <p>Read Chapter 7 (Major Key Signatures)</p>	1, 2, 3, 4, 5, 6,
	NO CLASS SPRING BREAK		Enjoy your break!	
8	Minor Keys (Part 1) & 8 and 2 Based Simple Meters	<ul style="list-style-type: none"> • Construct, sing, play and write all natural minor scales • Understand and recognize parallel and relative keys • Sing and hear intervals in natural minor scales • Compose and sing rhythm in 8 and 2 based simple meters 	<p>Complete written exercises in text</p> <p>Read Chapter 10</p>	1, 2, 3, 4, 5, 6,

Departmental Policy Syllabus
Revised, 5/15/18

9	Minor Keys (Part 2) & Compound Meter	<ul style="list-style-type: none"> Construct, sing, play and write melodic and harmonic minor scales Sing and hear tendency tones in minor scales Distinguish between all types of scales (M and m)	Complete written exercises in text Read Chapter 10	1, 2, 3, 4, 5, 6,
11	Review and Test 3	<ul style="list-style-type: none"> Test on all minor scales 	Test 3	
12	Connecting minor scales and minor Key signatures, completing the circle of 5ths Major and minor	<ul style="list-style-type: none"> Complete circle of 5ths in minor to connect minor scales and minor key signatures Sing, play and hear minor scales 	Complete circle of 5ths Read Chapter 9	1, 2, 3, 4, 5, 6,
13	Intervals and More Compound Meter	<ul style="list-style-type: none"> Construct, identify, sing and write intervals up to an 8ve Understand and write interval inversions Hear, sing and identify intervals in melodic lines 	Complete written exercises in text Read Chapter 8	1, 2, 3, 4, 5, 6,
14	Triads and 4 & 16-based Compound Meter	<ul style="list-style-type: none"> Identify, spell and sing triads (M, m, D and A) Hear and identify triads in a piece of music Composition project with triads 	Complete written exercises in text Begin composition project Read Chapters 12 & 13	1, 2, 3, 4, 5, 6
15	Review and Test 4	<ul style="list-style-type: none"> Test on Circle of 5ths Major and minor, intervals and triads 	Test 4 Composition project due	1, 2, 3, 4, 5, 6

*Specific test dates will be announced on Moodle and in class at the beginning of the semester. There will be NO make-up tests without a written doctor's note.